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ment, decreasing somewhat at the higher age levels. He found no significant sex difference and no cession of growth up to the age of fifteen.

The doctrines of compensation, adolescent spurt, pre-adolescent spurt, and other similar interesting characterizations of mental development are not supported by the experimental re-test data here presented [p. 83].

The author saw the need of more experimentation to determine the extent of correlation between intellectual ability and rate of improvement. He found that the permanence of abilities seems to be greatest in those traits which are usually thought of as indicating greater intelligence.

The study is carefully planned and will stimulate further interest in this field.

SHIRLEY HAMRIN

A new civics textbook.—A recent book¹ in community civics has developed out of its author's extensive classroom experience in this field. In addition to using this material with frequent revisions in his own classes, he also had it used, in a similar manner, in other schools in different parts of the country. From the latter he has received many practical suggestions which have been used to advantage. This text is the work of a man who has made the preparation of an adequate junior high school course in civics his classroom problem during a period of more than three years. This fact should commend the book to a careful consideration.

In the content, organization of material, and presentation, the book is unrivaled. The underlying theme is based on the responsibility and interdependence of individuals in community or group life. In presenting this theme the author has divided the subject-matter into four parts. Part I begins with a chapter entitled "Myself and Others" and is followed, in order, by a chapter each on the topics "The Family," "The School," "The Church," and "The Community." It will be noted that the discussion proceeds in the order in which the individual extends his social experiences. In Part II, some of the outstanding problems of the community—"Immigration," "Health," "Police and Fire Protection," "Recreation," "Civic Beauty," and "Society's Defectives"—are treated. Here the author has not attempted to cover all of the problems, but only those that stand out and justify an important share in a year's course. In Part III, there are four chapters devoted to some of the industrial problems of society; while in Part IV, four chapters, totaling ninety-five pages, are devoted to a study of government and politics in city, state, and nation. The author's conclusions are based on the assumption that boys and girls should be given that civic material which concerns them now, and by virtue of which they will be motivated "to do their part, in bettering their own groups and neighborhood as well as their state, their country, and the world" (p. vii). Upon careful examination, one must admit that Mr. Hill's course has been wisely chosen.

¹ HOWARD COPELAND HILL, *Community Life and Civic Problems*. Boston: Ginn & Co., 1922. Pp. xx+528+xxxiii.

The book is copiously as well as carefully illustrated. The pictures are well executed, placed where they are needed, and are of sufficient size to be of real use to the reader. The pedagogical aids consist of questions and problems requiring thought, observation, and investigation; questions for debate; topics for compositions; and an extensive bibliography at the end of each chapter. The bibliography includes a list of study references, history and related material, imaginative literature such as novels, stories, and poems, and finally a brief teachers' reading list.

Each chapter is divided into sections followed by suggestive questions. Such an arrangement, with the topic-problem plan of presenting the material, admits of adjusting the book to a semester or year course, since omissions can be made easily.

Community civics is of necessity finding a place in the course of study of progressive schools because, when properly presented, it becomes vital and gives the needed training in sociology, economics, and political science without unduly crowding the program. Until very recently there has been a dearth of available material for the junior high school. In many cases, civics books have a tendency to be overbalanced along the line of the author's special field of economics, sociology, or government. Mr. Hill seems to have maintained a proper balance in this respect, and, by avoiding the temptation to cover a multitude of topics very briefly, he has had an opportunity to leave with the student a desire actively to participate in the solution of the problems which his community faces. The style and diction, which are well adapted to the junior high school level, should lead the pupil to read on out of pure interest and pleasure. The book meets an immediate need.

REID STEPHENS

A guide to health teaching.—One of the most important problems confronting our public schools today is the adequate teaching of health habits. It is the growing belief among educators that health teaching to be effective must be not only scientific but also practical. The incorporation of this practical-scientific method of health teaching is the predominant feature of a recent two-book series¹ on health training, of which the first volume is devoted to "Building Health Habits" and the second to "Keeping the Body in Health."

It is the aim of the *Everyday Health Series* to present in an attractive form for pupils in the elementary school the latest and most accurate knowledge relating to physiology and to the hygiene of daily life. The constant effort of the authors has been to make scientific knowledge so simple, so concrete, and so inviting that pupils can hardly fail to take an interest in the problems of preserving health for the purpose of making the most of life [p. v].

The first volume gives a practical treatment of the basic principles underlying health habits. In order that the book might be best adapted to the

¹ M. V. O'SHEA and J. H. KELLOGG, *The Everyday Health Series*. New York: Macmillan Co., 1921. Vol. I, pp. v+280. Vol. II, pp. v+311.